

## **L.S.&T.**

Achievement Objective Being Assessed

Learning Outcomes

Viewing

Presenting

Observe and discuss signs and symbols in the community and environment. Discuss the way visual signs are presented and how they convey their meanings. Create and present signs and symbols.

### **Learning task 1: Introduction**

- Students observe and discuss the signs and symbols they see in and around their environment - around the school, their immediate community, shops, road signs. Discuss what makes a good sign and list student responses.
- Talk about people in the community who have special needs and how they are helped by signs and symbols. In small groups identify these signs.
- Discuss the different purposes of signs and symbols, eg. information, safety, advertising.
- Draw signs seen in the local neighbourhood, group into information signs, warning and instructions, advertising signs.
- Make a collection of photographs and illustrations of signs for a wall display.

### **Learning task 2: Discuss: Ways in which Visual Signs are Presented & How do they convey their meanings?**

Visual signs are part of our history. Early humans painted or carved on cave walls important events, their animals and about their natural environment. Usually these signs/symbols were easy to read and understand.

There are three kinds of visuals

- pictorial symbols
- graphic symbols
- verbal symbols

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Pictorial symbols are photographs, illustrations or drawings that represent an object or thing so that viewers can easily translate it to a real object. For example, after looking at a picture of a computer the students should be able to recognise a computer in the real world.

Graphic symbols are made in a variety of ways - silhouettes or profiles of the object or graphics that look like the real thing. For example, the sign we see as we drive, indicating we are on the right road to reach the airport.

Verbal symbols are single words or sentences used to describe or define an object.

We use pictorial, graphic and verbal symbols in a wide range of media. The choice of symbol relates to our audience and the information we are trying to communicate.

- Introduce and discuss the meanings of - international, sign, symbol, logo:  
**International signs** - signs or symbols that are used by most nations. Most signs at international airports, on the highways, in restaurants are universal. They can be understood by people who do not share a common language but who do share an agreed understanding of what these visual signs mean.  
**Sign or Symbol** - a picture, a graphic or a word used to convey information. Includes gestures as well as visual symbols - eg. a nod or a shake of the head, a handshake, or a pattern of sound like crying or booing.  
**Logo** - a design or symbol for an organisation.
- Display photographs, maps of the classroom, maps of the school grounds. Students individually, in pairs or in groups, design signs and symbols for their class or playground. Encourage students to be creative in their designs.
- Students draw a map including signs and symbols:
  - How to get to school from their home.
  - How to get to the swimming pool from their class.
  - How to get to the principal's office from their class via the library.
  - How to get to the beach from their home.
  - How to get to the supermarket.
- Discuss how colour, shape, wording and pictures contribute to the impact of signs and symbols:  
Questions to think about when designing a sign or symbol:
  - \* Can the reader or the audience the sign is designed for, read and understand the sign?
  - \* Has colour been used effectively for example, red for danger signs?
  - \* Does the overall design or shape of the sign or symbol, grab the reader's attention?
  - \* If verbal features have been used, has the impact been through the use of upper case letters, lower case letters or the use of both?
  - \* If pictures have been used are they easily identifiable to the reader?
- Students discuss and role-play how they would act, react and respond to signs:
  - when crossing the road;

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- when playing on the adventure playground;
- when finding the toilets in a large shopping centre;
- when taking a message to the principal;
- when crossing a railway line;
- when looking for a place to swim safely at the beach.